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ABSTRACT

Twenty experienced librarians and two alternates from school, college, and public libraries serving the inner city met twice weekly during fall 1971 in an institute concerned with library leadership development for services to the inner city. One day a week was devoted to field trips and another to speakers, discussion, and other activities at the School of Library Service, Columbia University. Forms to determine attitudes of participants were completed at the beginning of the institute and at the conclusion of the first six-week component devoted to the community. All field trips were evaluated by participants. Each participant was informally interviewed by the evaluator sometimes during the program. The institute was considered successful by the participants in that it provided new insights and new ideas. Attitudes of participants toward the inner city, its residents, and its organizations became more specific, and the view of community organizations became much more positive after the first component. Programs devised by participants were in large part well planned, and most included innovative elements in varying degress. (Author)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Library Leadership Development for Inner City Services

AT: Columbia University - School of Library Service

New York, New York 10027

DATES: From September 1971 To January 1972

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Introduction

The stated goal of the Institute Library Leadership Development for Service to the Inner City, conducted at Columbia University during the fall 1971 academic semester, was "to prepare experienced librarians to take a 'leadership' role in developing innovative library service programs for poverty neighborhoods and groups in the greater New York area." The Institute planners stressed that their goal was "to produce professionals prepared to complete the cycle of developing and inaugurating new programs -- that is, contact unserved neighborhoods and groups for planning purposes, design innovative programs in conjunction with the community, prepare staff to carry out the program, and guide service activities as they evolve and change." It is in terms of these stated goals that the Institute is to be evaluated.

The Institute was divided into three Components -- Component I focusing on the Community, Component II focusing on innovative library programs, and the final Component devoted to planning of individual and team projects. Twenty participants and two alternates took part in the term-long program, and each of the participants took part in the regular evaluation program for the Institute. Representing school, public, and college libraries (largely from the New York Metropolitan area, but with representatives from outlying cities with inner city populations), representing to a large degree experienced librarians and representing black librarians and white librarians, the participarts met twice weekly for discussions and field trips. Each also spent additional time in exploration of his own community.

Throughout the Institute, a series of evaluations of the Institute program was conducted. Prior to the first Institute meeting, participants were asked to complete an evaluation form, in effect an attitude scale, to

determine the manner in which they viewed the inner city, its residents, its organizations, and the way in which the library related to these. At the end of the first Component, participants were asked to respond to the same evaluation form to determine if any changes in attitude had taken place as a result of the information and experiences of the first Component. In addition, participants were asked to evaluate the individual field trips in terms of the contribution each made to the Institute program and in terms of personal information gained. At the conclusion of the Institute, participants summarized their reactions to the various aspects of the Institute program, citing both positive and negative reactions. Approximately six week after the conclusion of the Institute, the immediate supervisor of each participant was contacted to elicit his or her reaction to the feedback value for his or her library of the Institute. Members of the Institute's advisory committee, consisting of faculty from the Columbia University School of Library Service and experts from the field , were also asked to comment on their reaction to the Institute program. It is these evaluations plus the evaluator's personal informal interviews with each participant and the examination of each participant's project devised during the Institute, upon which the following evaluative report is based.

Evaluations at Beginning and End of Component I - The Community

Each participant was asked to comment upon his views of various aspects of the inner city community (see Appendixes 1 and 2 for Evaluation tools). Each responded to two evaluations spaced six weeks apart, one at the beginning of the Component and one at its conclusion. The responses to each of eight questions were classified and the two sets of responses were

compared to see if change had occurred in any of several areas. The overall responses to the evaluations were compared to determine group response. In addition, individual responses to the two evaluative tools were reviewed to determine what number of participants indicated a change in attitude as a result of the experiences of the first Component. This dual analysis allowed for an overall view of attitudes and attitude change and did not overlook individual reactions which might differ from the group response.

Group Response

The first statement of the evaluative tools asked participants to complete the sentence, "The term disadvantaged, to me means..." The respondents at the beginning of the Institute interpreted this term disadvantaged as one describing those members of society who are poor, lacking in education, deprived of self-esteem, and denied basic services such as housing and health care. One-quarter of the respondents included racial bias as a further element. Other elements mentioned by one or two Institute participants included lack of political power, lack of cultural awareness, lack of opportunity, an inability to relate to the larger community of which they are not a part, presence of emotional handicaps, and one participant said that the disadvantaged were angry.

At the end of the first six weeks, the disadvantaged were still described as being poor and undereducated and without basic community services. Racial bias, however, was listed here by nearly half the respondents. The major change in response was that nearly half now saw the disadvantaged as deprived -- deprived of political power and of the social services to which they are entitled. The deprived are angry and frustrated. They see change coming, are ready for it, and some will fight for it.

Although the general response at the end of six weeks indicated that respondents had become aware of activism among the disadvantaged, one respondent stated that activism on their part was futile, as such people were not equipped to compete in society.

The second statement of the evaluative tool was, "Personally, my feelings about the members of the community which I serve is that they are ...," was completed in the following manner. Initial response was to a large degree the traditional one which takes into account the varied background of the library's community with its racial and educational mix. Members of the community were also seen as eager to learn but not necessarily aware of the means of finding out what they need to know. They are proud, frustrated, resentful people who need but do not always get good service. They lack confidence in libraries and library service. After the experiences of the first Component and the opportunity to visit and meet community people, the participants still saw the community in essentially the same terms.

Statement three, "As a librarian, my feeling about the people in the community serve is that they are...," was completed in the following manner. The initial response was that community people are a varied group with diverse interests and wants; they are non-readers but have a great desire to learn and thus gain the advantages offered by having useful information. Often fearful of institutions and unaware of the services a library provides, they do not feel accepted by the institution (libraries) and do not use its services to the extent they might. The second response to this statement brought out an awareness by librarians that many members of inner city communities were not only <u>not</u> library oriented but that they didn't like

libraries and did not consider them to be useful. Unaware of library services or acutely aware of service shortcomings, inner city residents considered themselves disregarded by the library and by some librarians. The community groups disregard the library and some have set up their own community-controlled alternates.

Asked to identify "the main problems facing the community...," there was general agreement that major inner city problems were those of poor housing, poor educational facilities and opportunities, and unemployment. Poor health services and inadequate police protection resulting in high crime rates were often mentioned. Community residents feel themselves alienated from society and powerless to deal with an unresponsive bureaucracy in order to effect change. Lack of local pride, unwillingness to work together, and a lack of necessary information to effect change were also mentioned. At the end of six weeks, participants identified the same problems, the only change being that they mentioned more often the difficulties faced by community members in trying to solve such problems. Communication barriers, an unresponsive bureaucracy, lack of faith in ability to effect change, and a feeling of despair and apathy were regularly cited.

In both the first and second attitude measures, in response to a statement concerning the variety of community groups, participants listed the wide range of groups in the inner city -- the many racial groups, age groups, economic groups, interest groups which constitute an urban community.

Prior to meeting with and discussing various community organizations with inner city people, most Institute participants generally saw such organizations as relatively ineffective. There was agreement that these

organizations provide a focus for the community and are a means of communication within the community and with other groups. Community organizations were seen as limited in power, in need of guidance, in need of leadership and, despite overlapping effort, erratic activity, and sometimes selfish motivation, are nevertheless needed by the community.

After talking with community leaders, participants gained a new awareness of community organizations and their efforts. It was now generally agreed that the community organizations are really trying to solve problems, and that they are dedicated people with an increasingly sophisticated approach to the political ways of getting things done. As an alternate means of providing services which established institutions have neglected to do, as a means of training community leadership and as a focus of community power potential, they are increasingly effective despite inadequate funds and insufficient political power.

The major reaction concerning government agencies, both at the beginning and at the end of the first Component was that they are not really aware of inner city realities and that until such agencies make the effort to find out what the gut problems of the inner city are, much of their effort will continue to be wasted. There was general continued agreement that government agencies are too bureaucratic and that it is often impossible to get any action. They are unresponsive, ineffective, inflexible, insensitive, and, although they may mean well, do not serve the community to the extent they should.

The possibilities for action by the librarian in the inner city community organization were expanded by exposure to the people and ideas presented in Component I. Added to the traditional service concept of

selecting materials and providing information as desired was a more aggressive service element. Several participants had, at the beginning of the Institute, stated a role which included aggressive information dissemination as an element. Possibilities for enlarging this role were presented during the Institute and the role of the librarian, as a result, was more often seen as that of an information liaison, with the librarian playing an active role in seeking out needs and initiating services. The low library profile would be replaced by a more active view of the possibilities for service as determined in conjunction with the community.

Individual Response Variation

General attitude change provides a helpful summary of a group's thinking but can obscure individual reactions. To balance the presentation, the responses to the two sets of statements by each participant were compared to determine whether there was a change in response and whether it was in agreement with the overall attitudes and changes indicated by the group as a whole. The individual responses by the participants to the statements were compared to determine what changes in individual attitudes had occurred as a result of the experiences of Component I. This means of analysis tended to reinforce the findings when viewing the group attitudes as a whole. Two Institute members, however, indicated that there was absolutely no change in their attitudes as a result of their experiences in Component I and two Institute members indicated that they had responded negatively to their experiences and now viewed inner city people and organizations in a less positive fashion than they had at the start of the Institute.

Summary

The participants tended to define more specifically the nature of their inner city community, community groups, and community organizations. The greatest changes were in an almost universal attitude change toward community organizations which came to be viewed as more positive and more effective agents for communication and change. Also, most of the participants viewed their role as librarians in their community in a more aggressive fashion than previously. The attitude that just being in a community and providing information came to be seen as insufficient and changed toward the more aggressive view of actively providing for information needs and of making the community aware of library services. Butting in where not wanted was explicitly negated as a service technique.

Information Expectations of Participants

At the outset of the Institute, participants were asked "What do you hope non-librarians will tell you about the role of the library and the librarian in the inner city?" Participants were unanimous in wanting to learn more about what the library needs are, what the inner city really needs and wants, and what the inner city resident's concepts of library service are. They also wanted an evaluation of existing service plus an indication of what the library can do to serve to its maximum capacity in performing an effective role in the inner city community.

At the end of the first Component, participants were then asked what they had actually learned from the many non-librarians who served as speakers and rectors during the first Component. From the many non-librarians who attended and participated in the meetings in the first Component, the following kinds of information emerged.

1) That inner city citizens have largely negative feelings about the library.

2) That many have never and do not now consider the library relevant to their needs and activities.

3) That most, when questioned, concede that the library might in some way have educational and informational value.

4) The need to reach out with service rather than wait for customers. The negative, irrelevant image of the library requires outreach and community involvement.

5) Need for information on government agencies and other data relevant to inner city needs.

6) More personal contact with people over system and order. "Simple, ordinary, and honest people have told us (with keen insight and perception) how and why libraries are failing in their goals."

7) Relate or be replaced.

Participants were satisfied that they had learned from the resource people a great deal about the inner city community. A large number and variety of views were expressed and discussed.

A second inter-personal resource available to participants was the discussion among the participants themselves converning their own individual experiences with and questions about inner city services. Sharing of experiences, new ideas for programs and approaches, successes and failures and reasons for certain approaches to service and the community were the expectations expressed by the Institute members concerning their co-members.

At the end of six weeks, they mentioned as positive elements of communication with fellow participants the following:

1) Awareness of new resources such as materials for Spanish speaking.

2) Value of sharing ideas with librarians committed to community and library service.

3) Commiseration over similar problems.

4) Vital importance of working with community groups.

5) Librarian and library as an action agent for change must occur.

6) Emphasis on the lack of power of librarians and resultant difficulties in getting things done.

7) Comparison of efforts in similar neighborhoods.

On a less positive note, several participants were disappointed over the lack of experience sharing among the group. Many monologues expressing individual points of view but little communication or interplay of ideas seemed to characterize many sessions.

Finally, the participants were asked to state specific objectives they hoped to gain from the Institute in terms of sensitivity, information, and experiences. More than half of the participants indicated that they considered themselves sufficiently sensitive to the community, its needs, and people. The other members were concerned with such questions as what kind of person succeeds in an inner city situation, can a person not a member of the minority group he serves be effective, how can you be more sensitive to the members of another cultural group, what are the motivating factors for entering an inner city situation? How can I be really helpful, not put people off, and not come across as a social worker? was a representative response.

The success of the first component in helping to achieve the goal of increased sensitivity can be expressed in the following responses:

1) Have developed much more interest in the relationship between the library and the outside world.

2) I still relate best to individuals and not to groups.

3) A greater awareness of the wrong attitudes the "haves" feel toward the "have nots."

4) Growing knowledge of and respect for people power.

5) Complacency of isolated outreach programs is damaging. "One-shot deals can never replace individualized contact."

6) Recognition of groups in the community of groups I had not known existed.

7) Greater faith in people potential.

From the responses, it is an increased awareness of the community and its many facets which comes through rather than sensitivity. Nearly half of the participants did not have this as an objective as they considered themselves sufficiently attuned to their communities. For those stating this as an objective, most did gain a heightened awareness of their community.

In terms of informational objectives, participants were concerned about learning of new programs, methods, techniques, sources of information relevant to the community, as well as information concerning the nature of the community power structure, relation of other agencies to the library, sources of funding, and means of identifying and serving community needs.

Objectives gained as a result of the information presented to participants were those which provided participants with an awareness of

the range of inner city community action. The field trips plus speakers "have cleared misunderstandings and filled in gaps in my knowledge of community, city, and federal agencies," commented one participant. Others became aware of the new developments in service, learned how to communicate with inner city organizations, and became fascinated by the dynamics of the inner city and the possibilities of information service in a community oriented context. For some librarians, especially those outside New York City, the emphasis on the metropolitan area did not provide as useful a range of information as time spent in "my own community" would have done.

The final objective of the three mentioned in the evaluation forms was what participants hoped to gain in terms of new experiences. Here again, as with the informational objective, the emphasis was on seeing what programs and ideas were in progress in inner city environments and the opportunity to compare notes with fellow participants concerning such efforts. In addition, several participants expressed an interest in meeting people and visiting government agencies.

Summary

The success of this aspect of the Institute is considered in more than one section of this report and will be summarized at the end of the report. The reactions reported here are those provided by the participants in their evaluations at the end of the first Component of the Institute. Participants also evaluated each field trip and made further comments on the evaluation form completed at the end of the Institute. The response at this point is therefore fairly early in the Institute program.

Participants were almost unanimous in their satisfaction with the field trips, contacts with community people, and the exposure to many new

ideas and efforts. Often mentioned was the valuable experience of talking with community leaders who are not library users and discussing with them the reasons why they do not use its services and resources. For some participants, the opportunity to visit inner city environments and see people and ideas in action was the major benefit. For others who have lived and worked in the inner city, the opportunity to see new approaches in settings similar to their own provided additional ideas for their own efforts. The "resurgence of community pride" in inner city areas was mentioned often as a valuable phenomenon to observe and to appreciate.

Further comments in addition to those specifically requested were solicited at the conclusion of the first component. On the negative side the following comments were made:

1) Why no exposure to and discussion of senior citizens who comprise a sizable percentage of inner city populations?

2) Lack of "exposure to and discussion of non-minority members of inner city community because a coalition of all deprived peoples in the U. S. is necessary to obtain a lasting solution to problems of inner cities."

3) Librarians serving a college community have to adapt Institute data to their own needs as the emphasis is on schools and public libraries.

4) Omissions of programs -- the emphasis on government, community structure, and services on certain parts of the metropolitan area and none on others was mentioned.

5) Some comments were made about fellow participants who denigrated their librarian role and presented very negative vibrations.

6) More discussion within the group would have been desirable. Participants lacked time to participate. In some cases, participants had

firm, preconceived views of the community, the library, and their relationships and did not change those ideas or discuss new ones.

On the positive side, tours, lectures, and discussions were repeatedly cited as being highly effective in showing librarians how vital it is for them to insist on a role in determining decisions affecting them which are made by government agencies and any other bodies with relationships to library resources, services, and facilities. On the whole, the majority of the participants found the first Component to be a very positive experience and that it had met most of the objectives they had outlined for it in terms of information and experience. The objective of sensitivity was more personal and it would be difficult to make overall statements about its success.

Participants

Selection of the participants was made by the Institute director during the summer of 1971. The twenty participants plus two alternates represented various types of libraries in the New York metropolitan area plus some representation of suburban areas and one participant from an urban area in upstate New York. Each of the participants was informally interviewed by the Institute evaluator during the course of the Institute and their comments are the basis for the following.

Prior to the Institute, most of the participants had been involved to a degree in inner city programs and were familiar to some extent with inner city problems. During the course of the Institute, several of the participants repeatedly commented that they were already committed to serving the inner city residents and that an institute such as this one

should have included a greater percentage of the new librarians who could gain a full range of benefits from the aspects of the Institute. A further criticism concerning participants was the absence of policy makers. One suburban library director was a participant but no trustees, supervisors, or other individuals who could make and change policies were present. Participants were of the view that the added dimension for group discussion and for eventual action which such individuals could provide would be invaluable.

As a group, the participants worked well together, discussed mutual concerns from a variety of personal points of experience. Some were heavily committed to their communities, some were unwilling to alter their views, but the evaluations during and at the conclusion of the Institute did indicate a positive experience in terms of new awareness and new directions for action plus the motivation to act on the part of most of the participants.

Overall Institute Evaluation by Participants

At the conclusion of the Institute, participants were asked to summarize their reactions to various aspects of the program and to comment on how well the Institute had fulfilled its basic purposes of "providing experiences, interchange, and interaction with inner-city organizations, groups, and individuals..., acquainting the librarians with ongoing library programs inside and outside colleges, schools, and public libraries which are innovative [and] assisting the librarian participants in developing programs for the libraries which will help meet the needs of the people in areas in which librarians work."

Program Evaluation

Participants commented on each of the three program components separately with various aspects of each component covered in the final evaluation. Component I, emphasizing the community which the library serves or should serve, was evaluated from several angles. Most participants were satisfied that the first Component had covered most major areas of the community. Community people and community organizations presented facets of their community and its operation to the participants. Major Owens was praised for his efforts in the presentation of this component and for his hard, realistic thinking. Some gaps in the coverage of topics were mentioned:

1) A discussion of communities lacking organizations needed.

2) Too great a concentration on one area (Brooklyn) for speakers and field trips.

3) More data on Model Cities and implications for libraries would have been helpful.

Commenting on the first component, one participant called ia "a mind-blowing experience in political awareness and attitude changing" and another that "the new feeling of communities (inner city) was definitely exposed to the participants." Summarizing the coverage, one participant stated that "the range and coverage of topic was excellent. [I gained] a far broader view of inner city organizations, groups, and individuals than I ever could have obtained on my own."

Regarding the amount of time devoted to the various topics in the first Component, the general feeling was that time was sufficiently proportioned to the various topics. Two participants commented on repetitiveness in the information gained on the Thursday field trips and in Saturday

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classroom sessions. Another participant suggested that a different juxtaposition of topics such as "Life Styles of the Inner City and Impact of Public Service on Quality of Life" would have been helpful. Because of the enormous amount of new information and experiences presented in this Component, there was often too little time to absorb everything, and, as one librarian said, "It was all so interesting, but during some of the sessions my brain got tired." One participant commented that the group got bogged down in its own pettiness at times, thus wasting time, and one participant wished that the component had been shorter.

Questioned about the resource people invited to the Institute, participants were unanimous in stating that the resource people knew about the subjects of which they spoke, were relevant, and the insights they provided were mind expanding. Most of the participants commented that the many diverse resource people were needed to provide the range of experience required to clarify the multi-faceted inner city. Several regretted that the time available for asking questions of resource people was limited.

It was agreed by all participants that the interchange with community pwople was always or nearly always relevant. One commented that "the exchange of ideas was relevant to the Institute and it was from the questions posed by participants that suggestions for action developed."

Further aspects of the participation in Component I by resource people upon which Institute members commented included the following:

1) "The resource people were the eyes and voice of the outside world; the mirror held up to the librarians to judge our performance and relevance."

2) "I wonder how honest or straightforward resource people were and whether or not this would affect our evaluations of their contributions."

3) Resource people at --- seemed to be overworked and ill prepared.

4) Second appearances of the same person were anti-climactic.

5) Best and most valuable aspect of the Institute.

Field trips were a second major aspect of the first Component and all but one participant considered them relevant to the Institute's purpose. The dissenting participant lived outside the metropolitan area and faced situations to which the planned field trips were not directly relevant. There was also comment that too many field trips were to locations in Brooklyn.

Other aspects of the field trips on which participants commented included:

1) It would have been helpful to visit an established institution whose viewpoint is considered irrelevant by inner city representatives.

2) Wealth of material was difficult to ingest; just too many places to go.

3) Too little time to discuss field trips with fellow participants.

4) Value of trips to community corporations. The most useful.

5) Field trips could have been given to participants suggesting that they select and go individually on trips to eliminate overlap with pre-institute activities.

The opportunities for discussion among participants related to topics covered in the first Component were insufficient. Most participants considered the discussions relevant except for those instances where one or two would get carried away with their own view of a problem and monopolize

the discussion. There was an unevenness of participation with some individuals monopolizing much of the limited discussion time thus preventing the less voluble from expressing additional points of view.

General summary comments concerning Component I indicated that the participants considered this aspect of the Institute excellent, indeed, by far the best of the three components. Some wished for more resource people, some fewer, but all agreed that they had a better awareness of the inner city and inner city dynamics as a result of this six-week program. Major Owens was praised for his positive, direct, and knowledgeable approach in the direction of this component and for his ability to communicate easily with Institute members. The contacts made with community leaders and the knowledge of additional sources of information for inner city residents were considered by several participants of prime importance.

The inclusion of films in this component was not especially successful with the signal exception of those made and presented by the young men of the Young Filmmakers Foundation. The other films were less successful as they did not relate directly enough to the discussions of the day; they were often too long and of uneven quality. When thought provoking and relevant, there was insufficient time to discuss them with fellow participants.

Component II of the Institute centered on the task of presenting innovative library programs through field trips, resource people, and commentary by Institute members involved in such programs. Participants visited numerous programs throughout the metropolitan area and in their own communities, learning to what extent such programs were relevant to the community and its needs. They found that some programs were designed to meet community needs and in several instances grew out of expressed community

needs. Others reflected a more traditional view of library service by providing programs based on what the library thought the community needed. One participant would have liked to visit "public library officials who were in a sufficiently powerful position to make and change policy decions."

Community input in relation to these innovative programs was minimal in all but a few exceptions such as Langston Hughes Cultural Center. In many instances a program was devised for and not by the community it was intended to serve and as a result such programs reach only a limited segment of the community they are designed to serve. As an example of how not to design a community program, visits to such non-community involved programs were helpful. In terms of improving the availability of educational and informational resources in the community, the programs visited, with certain exceptions, such as the Langston Hughes Cultural Center, did not achieve their goal. Librarians, and in some cases educational administrators, are trying to effect change but it is a slow process.

Reaction to Component II by participants was mixed. For several the organization was too loose as too many programs, many of which were marginally innovative, were available for visits. It was difficult to know which programs to visit and with so wide a range of visiting places there was too little opportunity for discussion with fellow participants. Resource people at the field trip sites were at times unprepared, single programs with innovative elements were often over presented. One participant called the lack of innovation in programs discussed and visited the most depressing aspect of the Institute, albeit perhaps necessary as a means of indicating this lack of innovation.

Component III had as its major objective the design by Institute members of a plan for service for the individual's library, a plan which

would be relevant to the local situation and have innovative elements. Based on the information about inner city communities, and with the examples provided by visits to innovative programs in action, each participant would devise a plan for service which would be implemented as soon as possible. Component I, with its presentation of views of and by the community, provided most of the new ideas for programs. Several participants entered the Institute with plans they hoped to develop, but for those who did not, the first Component provided new ideas and helped to redefine existing ones. Component II, which pointed up the dearth of innovation in even the so-called innovative programs, was seen more as a way of indicating how not to devise programs than as a positive help. By the beginning of Component III, all but one participant had selected a plan and was well into its design.

Help in the actual writing of the plan was the major contribution of the third Component. The various planning assistants were generous with time and suggestions. For those who had never written proposals, this help was greatly appreciated. Several participants indicated that they would have appreciated a formal session dealing with the elements of proposal writing and more in-depth information concerning funding, after which they would have written their own proposals. The variety of response would indicate that Component III was not as helpful to individual participants as it might have been, as it did not take into consideration the varieties of experience of program planning and proposal writing.

Summarizing the Institute program, participants were uniformly positive in their reaction to the Institute as a whole. Component I was considered the outstanding aspect of the program; a sensitivity training, a horizon-expanding and commitment-making experience; it was recommended

that Component I's information should be a part of the education of all who are to serve the urban inner city in any capacity. A representative statement by one Institute member summarizes the comments of the group as a whole. She said:

> The Institute was valuable in developing new approaches to problem-solving and attitudinal thinking. One was encouraged to re-set thinking on solving problems. The library was presented as an institution that is competing for the diminishing tax dollar and must involve its constituency and actively meet its needs. The thrust of the Institute was to make us activists and awaken us to actively providing service. It is no longer enough for the library to be there with the information ready to serve, but one must go out there and become involved at all levels.
>
> The community people we met were eye-openers, too, in their accomplishments, their eagerness, and their political sophistication. Their positions were completely honest; their viewpoints were providing us with the other side of the coin.
>
> After the excitement and stimulation of Component I, Component II was something of a let-down. We had been guided to new vistas and to revolutionizing our approach in Component I, then in Component II we fell back into many of the same old patterns that we already knew.
>
> An added bonus of the Institute was the participants. We came as strangers but parted as friends. We came to know each other's style, interests, and weaknesses, and became as a family.

Resources

A selection of resource materials was provided for participants who were encouraged to use them. A bibliography was given each Institute member and materials were available in the classroom. The materials, selection of which was timely and relevant to the inner city focus of the Institute, were used both for individual background reading and for book selection in some instances. The lack of opportunity to read widely in the collection and the lack of opportunity for group discussion of books was generally disappointing. Periodical selection was considered good but limited. Few new periodicals not known to inner city librarians were

included. Several participants had hoped for a wider selection to read and to evaluate for purchase in their own libraries. Similar comments were made about the availability of recordings.

Selection of films was considered uneven. Some were thought provoking, others less so. There was inadequate discussion time available and, finally, the films were usually shown at lunchtime when people would prefer to stretch their muscles and relax their minds. The midday break was considered by most to be more valuable in terms of relaxed discussion among participants than was the viewing of often marginal films.

Participants would have liked to have spent more time discussing resources as a group, especially books and periodicals. Several said that only after the Institute would they have time to read some of the materials, and one participant indicated a lack of present or future interest in reading or discussing the resource materials.

Field Trips

Field trips formed an integral part of the Institute. Those designed for the first Component were visited by most of the group and those later on in the Institute were visited by participants having a special interest in the programs of specific agencies. Participants submitted individual evaluation reports commenting on their reaction to each field trip. Not every participant returned a program evaluation for each field trip, but sufficient reports were returned to allow for commentary on this aspect of the Institute.

Human Resources Administration. This visit "provided useful information concerning government structure and the way in which it operates,

gave additional information concerning social services, crystallized important aspects of [Institute Lecture] regarding the structure and working of the most inner city oriented arm of the power structure." Also, this visit clarified the need for libraries to collect certain types of community action oriented information.

In a negative vein, some participants commented that there was too little time to ask questions, that not all possible aspects of HRA had been covered. A generally representative comment was that "this program provided much food for thought and insight into tactics for use in fulfilling professional responsibilities to target groups."

Municipal Research and Reference Service, City Planning Commission, and Project IRMA. The positive contributions of these visits were two: Location of sources of information for urban documents and a general awareness of information sources in the city. Here the negative comments related to too much to see, hear, and ask with insufficient time to do it. Reactions to these visits were mixed -- several found them useful new sources, and others found the visits and presentations of limited value.

Brownsville and Bushwick Community Corporations. This opportunity to communicate with high level community leaders provided unique insights into the complexity of community organizations. The chance to see the community in action, to hear what community leaders think and want to do about community problems, the bleak picture of library service and its lacks -- all these were most enlightening. Commenting on the role of the library in the inner city community, one participant said that "not really a negative reaction to the visit but rather an appalling sense of despair when

libraries were indicted (justifiably so), and even more appalling is the realization that rather than expect strong influences of change in libraries, community organizations and individuals have planned and executed library substitutes which may or may not perform effectively. It is sad that most of our decision-makers (in libraries) do not leave their ivory towers to travel throughout communities where crude bare facts of disenchantment with libraries are clearly evident."

United Bronx Parents: Hunts Point Multi-Service Center. This was useful as a view of another community-centered approach to health and learning. It added less than it might have because the project had been discussed in the Saturday sessions and other community service organizations had been visited. The major aspect of this was to indicate what parent power is and what it can do.

Brookdale Community College. This provided an opportunity to see a multi-media learning resources center in action. Probably not as directly applicable to inner city situations as other visits, it was considered interesting nonetheless. It was most appreciated by those participants involved in academic libraries.

Model Cities and Mobile Van. This visit provided a look at the concept, in action, of taking information into the community. There was no opportunity to see the van in action and therefore to gain a better view of its effectiveness. Reaction was that this was a duplicating effort and that better techniques at lower cost could do a better job. Although an interesting visit, participants were not impressed.

Langston Hughes Library and Community Center. A truly innovative resource center geared to community desires, this trip was considered by several to be the only truly innovative and successful program that they had visited. Although the absence of conventional book arrangement and the lack of materials for the Spanish-speaking as well as the project director's stated unconcern regarding other community services concerned several of the Institute members, the overall reaction was that a community-controlled center directly responsive to the community is the most viable means of providing library service in the community. The co-operation of the Queensborough Public Library, serving as a resource back-up, was noted as a very positive aspect of the program. The concern regarding such unconventional aspects as unconventional lines of authority and unconventional arrangement of material bothered several to a considerable degree.

In addition to the above field trips, Institute members visited other programs in smaller groups or as individuals and reported on these. They include: PROUD (Puerto Rican Organization for Upgrading and Development) street academies, Bank Street of Harlem's multi-media resource center for inner city schools, the John Steptoe Early Childhood Library, North Manhattan Library Project (Schomburg Collection), House of Detention Library, cultural projects, and the like. One participant, long deeply involved in the inner city, devoted field trip time to visiting school district offices, city planning commission public hearings, and similar hearings related to education. As a community representative and as a librarian, she actively represented both groups at the hearings. As a result of her long-term commitment, she doubtless informed those she visited to a greater extent than they informed her.

Summary - Field Trips

Field trips to visit community centers, to see programs in action, and to talk with people in their home environment complete with its problems and possibilities, served as an absolutely essential aspect of the Institute. Although some of the visits may have been overlapping in their coverage, the gradually acquired tapestry of experiences was well designed. Had some of the participants planned their eventual program earlier in the Institute, they would have been able to select their individual field trips with greater care and thus might have chosen to visit programs similar to their individual project. Reaction to field trips by participants was positive, although some complained of there being too many. Although most of the participants gained valuable community insights during their visits, one or two seemed to be on a bibliography collecting trip.

Responses to Institute by Supervisors of Participants

Approximately two months after the conclusion of the Institute, the direct supervisor of each of the participants was contacted by mail and asked to provide his or her view of the success of the Institute in terms of the kinds of information, ideas and programs the participant brought back to the library. (See Appendix.) Sixteen of a possible twenty-one supervisors responded. The status of the project designed by the participant is reported with the project and the other information obtained is reported here.

The major form of informational feedback by participants was through informal sharing of material or through written reports presented at staff meetings. Some participants spoke only at staff meetings at their own institution, while others visited other branches or talked with specific

groups. Further sharing by some participants included workshops with those working in a specific area and discussions of ways to relate Institute materials and ideas to the local situation. One participant, however, did not participate in any feedback other than an occasional conversation relating to the Institute.

Activity in inner city programs by participants increased in most instances, the amount of increase being related to the prior activity of the librarian in such programs. Those librarians with a history of community concern have tended to continue or step up their efforts to relate to the community and its needs. This is especially true of public librarians attending the Institute, and to a slightly lesser degree true of the school librarians. The activity often reported related to materials selection or to the designing of specialized bibliographies. Two of the participants, during the course of the Institute, were promoted to positions which opened new areas for use of Institute information.

The general reaction by the supervisors was that the participation by staff members in the Institute program was of positive value to the library's program for inner city services in terms of a new awareness of the community and the services the library can perform. Increased community involvement, greater responsiveness to specific needs such as those of the bilingual student and a better understanding of interrelationships of people, agencies, and libraries were cited as positive results. The information provided in the Institute was also of great value in that it provided techniques and tools. For the participant who had been active in inner city services, the Institute information was not new and although these individuals benefited from being able to see different programs and

discuss problems, the Institute was of limited additional value. In two instances, the administrator indicated a less than wholehearted response to this question. In one case, the Institute participant's current job was not directly related to the inner city program, and therefore her experience in the Institute was considered of peripheral value and in the other situation the Institute's positive potential value was cited but it was stated that it would take time to implement the ideas.

Evaluation of Individual Projects

Each participant's project was carefully evaluated and viewed in terms of the originality of the concept and the care in planning for its implementation. In addition, the status of the project several weeks after the end of the Institute was reported where possible to indicate the viability of the particular project. This gave additional information concerning the progress of the projects and although not a direct evaluation of the project itself, it did provide a report on the effectiveness of its implementation.

Establishment of Children's Resource Centers for Pre-School to Grade 6

With administration by an inter-agency community board, the center would co-ordinate various services to children. The plan is innovative in that it combines the efforts of different agencies and in that it would be controlled by a community board and hence be under community control. Problems of funding, site location, library involvement, and agency involvement were those facing the project designers. Although the means of solving these were not spelled out in detail in the project design, such problems

were obviously being solved, for by mid-April, "The project designed by [the] participants has received the wholehearted support of the library administration and is being implemented in two branch libraries, one in the Bronx and one in Manhattan."

Bi-Lingual Project for Public Libraries

"Weekly, hourly programs in Spanish and English will provide those for whom English is a second language with an opportunity to enter the world of books." Such a program conducted in one elementary school has been successful and this proposal would greatly enlarge its coverage. The project aims at the needs of a specific group and has a well-considered plan to increase both the Spanish and English reading for elementary children. Because this project would require LSCA funding, no steps toward implementation had been taken within the first weeks after the conclusion of the Institute.

Workshop in Human Relations for Library Staff

Lectures and workshops would be provided for the entire staff of a medium-sized public library so that understanding would replace animosities. Such a project would apply a form of sensitivity training to a library situation. The question arises as to how successful such an approach would be unless it was desired by a majority of the library staff. It could easily degenerate into just another series of dull talk unless there were very careful planning and implementation. If three to five sessions were planned, funding could come from the library's current operating budget. The board of trustees had approved the project and it awaits implementation, but "because of heavy work load, this project had not progressed during the two months directly after the close of the Institute."

Mini-Institute in Library Leadership

This project is geared toward making administrators, librarians, and para-professionals in libraries aware of "the role of information in our lives...and [gain] an awareness of who the community is and how to serve that community once it is identified." The proposal suggests twelve weekly sessions held during school time and attended by teams of the above mentioned people from each school in one New York City school district. Use of a multi-media approach was planned. As with the previous program aimed toward sensitizing staff members, careful planning could go a long way toward its successful implementation. The idea is not new, but the focus of librarians and administrators on their community would be a new one. It was reported that "because of changes in the community school district's administration, such a mini-institute can not be implemented at the present time."

Plan to Provide Implementation Tools for 8th Grade Social Studies Curriculum: Urban Growth, the Challenges of a Changing Society

Such tools would provide teachers in the Community School District with resources for teaching which are not currently available. Social studies teachers and librarians in the district will examine the curriculum guide and identify specific materials and resource needs which the Bank Street of Harlem Multi-Media Materials Center would then supply. Among the resources would be community organizations which relate to the curriculum needs. Seeking out such groups will also more directly involve librarians with the community in which they work and thus provide added information and awareness. Collection of materials and contacts with agencies began during the Institute and plans call for implementation of

the project in September 1972. Although not particularly innovative, and limited in scope, the program meets a current specific need efficiently. The contact with community organizations is a feature not usually found in curriculum support efforts and has promise of being a very positive venture.

Film Library for Bi-Lingual Students

A proposal submitted jointly by two participants has as its main objective the use of film in bi-lingual programs to develop skills in both Spanish and English. Through the Bank Street of Harlem Multi-Media Center, bi-lingual films for both students and teachers in School District No. 4 would be available. Such film, freely available to the schools, would meet the needs of reading incentive and bi-lingual programs. To insure maximum use of bi-lingual film, the Center would conduct workshops for teachers involved in bi-lingual programs.

Designed to meet a specific, urgent educational need, this program was well planned and well received. The project designers requested an ESEA Special Purpose Grant to implement the project, and such a grant was made available for this purpose.

Temporary Part-Time Employment in the Library for Disadvantaged Persons Involved in Adult Education Programs

This project would provide jobs for those who need them and expose additional members of the community to the library. Planning for the project was slight, although visits to the community's urban center had been made to investigate possibilities for co-operation. The plan carries a faint scent of a library need to stretch its budget and a possibility of

the idea that if a librarian spent a little extra time with community people, jobs at the base wage level could be filled and be labelled educational experiences. There was no response to the questionnaire sent to the library in April, so it is not known whether this project was or will be implemented.

Street Academy Library Media Center

A great deal of exploration and effort has been put into this proposed project. Due to the scope of the undertaking and the lack of resources available, much more effort will be needed before an actual plan is possible. The need is great and this project, when implemented, will have far-reaching and long-term results.

Homework Assistance Program for Grades 3, 4, and 5

Providing a supplement to the school instruction program and providing a quiet place to study, this is an idea which has been successfully implemented in a few other community centers. In addition to homework assistance, enrichment such as film, puppet shows, and music would be provided in planned programs. The total program would relate to parents as well as children, as parents would be invited to volunteer with homework and to attend the enrichment programs with their children. Although not a brand-new idea, the homework assistance program has been carefully planned and does include enrichment programs. It meets a child's need for a quiet place to study and for extra help if needed. By mid-April, a room at the Washington Irving Community Center had been made available and the library had provided furniture. In addition, educational materials were being assembled. As soon as volunteer workers are found, the program will be under way.

Information Referral Center for Community Action

Information for community action needed by the community would be provided to a greater extent than it now is. Hard, current data about agencies affecting the community would be readily available. According to the planner, this requires a re-direction of priorities in materials selections and in information service by librarians rather than more money. Types of materials needed are suggested. This is an excellent, relevant, and immediately possible program, and according to the planner's supervisor, the project is progressing in a satisfactory manner.

A Paperback Collection for Recreation
For Community College Students

About 1300 paperbacks, attractively presented in bookstore-type display racks, would serve as a "lead in" to the library's more extensive resources. The planning for this project has difficulties which need to be resolved. The budget for the purchase of the paperbacks is too low and should be reviewed. The idea is not particularly innovative and in a period of restricted funding might well have difficulty in being implemented both because of the pedestrian quality of the idea and the inadequate financial planning.

Formal Library Instruction in the Classroom
for Students in Open Admissions and SEEK Programs

A program of classroom instruction in basic library skills is aimed at those who have had little or no introduction to library materials which they need for college level work. Such a program has been implemented elsewhere with some success. This particular program has been well planned, has been approved by the library's director, and has an excellent chance for success.

Peer Tutoring Program for Community College Students

Peer tutoring has been used effectively in other areas of student tutoring but not in a library situation. With professional back-up, this form of instruction could help students who are not used to using library materials and might resent or be intimidated by the librarian. Planning for the program has been thoughtful and the proposal will be submitted through college channels for funding.

A Mini-Mobile which Takes Library Service to Areas of the Community Not Adequately Served by Stationary Branches

A camper outfitted as a bookmobile and stocked with paperbacks to suit interests of all ages, a trained staff equipped to provide informational services for children, young adults and adults, and with the added service of a job information center based on the New York State Employment Service's daily print-outs, the mini-mobile takes needed services to those who can not or do not go to the stationary library. The planning for the mini-mobile was thorough and the job information center innovative. Further along in implementation than most of the projects, funding for the mini-mobile was approved under LSCA in November 1971. By mid-April 1972, the project was in full operation and considered very successful. "The schedule is full and we are still receiving requests for additional stops," the director reported.

Information Service to Adults

Emphasizing information on issues vital to the community such as consumer product information, housing, and drug abuse; U. S. Government publications and other free or inexpensive pamphlets would be supplied to the community. U. S. Government publications would be sold, thus

eliminating the need for additional funding. Needed here is some plan for community input to determine the extent of the need for such a service and to determine those materials of prime importance. In mid-April it was reported that "it has not been possible to implement [this] project as yet. It has been reviewed, however, and will be given serious consideration in the near future."

Community College Library to Become a County Library

This is, in effect, a proposal to provide a co-ordinated county library service, using the community college as the resource center. The plan is imaginative and an interesting beginning, but there is little chance of success due to the political turmoil in the county and its relative poverty.

Proposal to Develop a Permanent Spanish Language Collection in a Branch Relevant to Current Needs

The Spanish-speaking population in the area has grown tremendously and resources in Spanish are too few, too old, and relevant neither for self-education nor for community information. This proposal is not new, but is a required improvement of library service for a poorly served group. By mid-April 1972, it was reported that "the project has been forwarded to the library administration for consideration. Plans at present are for it to be implemented in several branches in the fall of 1972 by Extension Services Department."

Service to the Homebound

Through the efforts of volunteers, the library will be able to provide books and information for those unable to visit the library. Volunteers

will be responsible for a delivery service which will extend the library to a group often ignored. Patterned to a degree after a program already in progress elsewhere in the metropolitan area, the program has been well planned, has already been approved by the library, and the project director is currently designing publicity materials and looking for volunteers.

Library Examination Center for the Elementary Schools of the Diocese of Brooklyn and Proposal to Train Elementary School Teachers as Co-Professional Librarians and to Train Volunteer Parents as Technical Assistants to Give Better Library Service to Children in the Catholic Elementary Schools of the Diocese of Brooklyn

Using closed-circuit TV, class meetings and supervision, twenty elementary schools are included in the plan to train people to serve in the stead of elementary librarians which the diocese cannot afford to hire. TV programs will include technical aspects of book ordering, AV ordering, and presentation by a public librarian will suggest avenues of co-operation and sharing of resources. The library examination center will provide librarians in the diocese with an opportunity to see before purchasing, the variety of new materials available. Both projects had been approved by February 1972, and it was reported in April that "such a center has been established and a section devoted to books of interest to minority groups. In addition, this participant is teaching a course for para-professionals in library skills and has taped five closed-circuit TV programs that have been or will be used in the schools."

Development of a District Media Center

Intended for "display, distribution, and evaluation for non-print materials," the Center would provide both AV materials and related printed

materials as well as instruction in use of all materials. Open after school, the parents and children as well as the teachers would have access to the materials. The concern for the parent is a very positive feature of this program, as many parents want to know what their children are learning and may want to learn along with them in some instances.

Space was made available in a public school in the district and approval was granted to apply for an ESEA Title II Special Purpose Grant.

Planning for a Resource Center at an Alternate High School

By far the most innovative of the projects, the proposal calls for the setting up of a "course" to begin in February 1972 in which students would decide what their resource center should be. The students would meet for four hours a week for eight weeks "to discuss what a resource center is now, what it should be, what they want it to be, do they want it to be?" A fifth session each week would be devoted to implementation of ideas discussed. The idea is new and the prospect exciting, but the implementation difficult. Reporting in April, "the class has progressed but not quite in the original manner planned as the library was moved from one site to another. Classes were held in the hallway, books kept in a large closet and in the general office. The class, therefore, dealt with more pressing matters such as the dispersal of information in an alternate high school and the effective use of space."

Summary

Of the twenty-two plans submitted by the participants, several have elements which are truly innovative, such as the establishment of a children's resource center and the inclusion of job information in the

travelling mini-mobile. Others such as the homework assistance program and the film library for bi-lingual students come to terms with immediate community needs in a more effective or wider based manner than do existing programs. Most of the plans are to some degree innovative and most have been the result of much thought and planning. There are examples of innovative thinking which is ahead of its time, such as the plan for the establishment of a library in an alternate high school, as well as examples of planning which follow very closely existing non-creative library programs.

A major factor in the success of the programs, as the responses to the questionnaires sent immediate supervisors of the participants revealed, is the attitude of the policy-makers toward the participant and the participant's program. Some innovative programs were supported and some not. Some less innovative programs had a greater success level than they might have deserved for similar reasons. This serves as an additional reason for the inclusion in future institutes of some policy-makers who could become involved in program planning and who could see programs through to their implementation.

Summary - Total Institute

To summarize the total Institute experience, participants were asked to indicate those elements they found most helpful and those they found not at all helpful. The whole first compoment or specific aspects of it such as visits to community corporations, the presentations by Dr. Tauchner of School District No. 16 and other community resource people were repeatedly mentioned as the outstanding positive experience. Related to this was the experience in meeting community people. The intensity of

the Institute and the opportunity for participants to share and discuss ideas was also mentioned.

Very few specific negative comments were made and those made centered around a lack of opportunity for discussion of field trips, resources, and presentations by community people and the propensity of one or two institute members to monopolize what limited discussion time was available.

Activities undertaken as a result of an Institute experience or suggestion have been varied and can be divided into three groups: communication, investigation, and implementation. Under communication come such activities as meetings with community corporations and other librarians to provide better overall community library service, presentations of materials through reports, discussions with librarians with whom the participant works, and in general a great deal of personal contact with the community. In terms of investigation, several librarians have begun to draw up profiles of the community they serve in more complete terms than required by an Institute assignment so that they could serve more effectively.

Programs or activities already implemented include:

1) A survey of Spanish materials for Puerto Rican children.

2) Preparation of a check list of Spanish materials for school librarians.

3) Helping street academy organize a library.

4) Staff has begun to study Spanish.

5) Have become more involved and less reticent.

Suggestions for Future Institutes with Similar Purpose

If another Institute having the same purpose were conducted, participants of this Institute have the following suggestions. Several said

that they would want assistance in program development to begin the first day with individual field trips related directely to the individual's own project. The community profile should be prepared in advance of the Institute, if possible, and more time should be spent in the participant's own community with definite goals in mind. More participants who were less experienced and not yet committed to inner city service should be included in the group as such a learning experience would be of prime value to them. In addition to the new and not yet committed librarian, a representation of policy-makers and high administrators should be selected. Such a mix would provide for a wider range of views and possibilities for action. With so much to read, to visit, to learn, and to absorb, participants complained of weariness but conceded that they saw no alternative to the concentrated way in which the Institute's information and experiences were presented, unless an additional period of time were spent in such an effort.

Commenting on the purposes of the Institute, the majority of participants were well pleased with their exposure to a broad variety of organizations and the opportunity for interchange with inner city organizations, groups, and people. The field trips added a necessary dimension to this experience, and interaction with community people set the stage for further communication in several cases. Several participants were disappointed that there was not sufficient opportunity for discussion among the participants during the formal sessions.

The second purpose of the Institute, emphasizing an awareness of a wide variety of ongoing programs, was met successfully for most of the participants although several were disappointed at the dearth of truly innovative programs and those involved in college library service would have preferred a greater opportunity to visit programs relevant to their concerns.

There also seemed to be the attitude that many programs which sounded innovative on paper were in actual operation the same old stuff. Notable exceptions were Langston Hughes, Brookdale, and the John Steptoe Library.

In the area of program development, more than half of the participants were satisfied that they had received a sufficient amount of guidance in their own program planning. Several, however, would have preferred more guidance especially in problems relating to development of proposals and means of obtaining funding. There was a general consensus that there had been insufficient time to develop individual programs to the extent the individual participant would have wished. This doubtless was due in part to the length of time it took some participants to select a program to develop rather than the fault of the Institute. Perhaps individual interviews or some other planning device at the beginning of the Institute would have helped to firm program ideas earlier.

In the final analysis, the Institute must be evaluated in terms of the number of successful plans and programs which were begun and the number which survived and made a difference in their community. Several programs were well under way within a few weeks after the conclusion of the Institute, having been approved by their institution and some already having been funded. Some programs may not be implemented as originally planned, but may well have an impact on attitudes or on future service. Other programs appear to have been seen by the participant or supervisor as a class exercise with little real intention of having them implemented. In terms of programs, implemented or in the process of implementation, this Institute fared well, with nearly one-third of the programs past the planning stage and another third with possibilities for success. In September 1972, when a further follow-up will be conducted, the lasting success of the Institute can be more fully judged.

Evaluative tool #1
Please bring to the October 2nd meeting

Name_____

Type of Library_____

LIBRARY LEADERSHIP DEVELOPMENT FOR INNER CITY SERVICES

1. The following items are presented in the form of incomplete sentences. Please complete the sentences using as many words or phrases as you need to complete each fully. You need not fill each space provided.

Example: The sky is: hazy, threatening rain, polluted, not very pretty today.

1. The term disadvantaged, to me, means:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

2. Personally, my feeling about the members of the community which I serve is that they are:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

3. As a librarian, my feeling about the people in the community I serve is that they are:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

4. The main problems facing the community are:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

5. The inner city community groups include all kinds of people such as:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

6. My feeling about inner city community organizations is that they:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

7. My feeling about the government agencies in the community and their relation to the people in the community, is that:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

8. I see the role of the librarian in relation to the inner city community organization to be:

1._____	6._____	11._____
2._____	7._____	12._____
3._____	8._____	13._____
4._____	9._____	14._____
5._____	10._____	15._____

II. Please answer briefly:

1. What do you hope non-librarians will tell you about the role of the library and the librarian in the inner city?

2. What do you hope to learn from other participants in the institute (your fellow institute members) about the role of the library and librarian in the inner city?

III. What specific objectives do you hope to gain from this institute in terms of:

a). sensitivity

b). information

c). experiences

NAME_____

BEST COPY AVAILABLE

TYPE OF LIBRARY_____

LIBRARY LEADERSHIP DEVELOPMENT FOR INNER CITY SERVICES

This tool is very similar to the one you received at the beginning of the seminar. Its purpose is to determine whether your attitudes toward the poor and the inner city have been affected by your participation to date in this seminar.

1. The following items are presented in the form of incomplete sentences. Please complete the sentences using as many words or phrases as you need to complete each fully. You need not fill each space provided.

Example: The sky is: hazy, threatening rain, polluted, not very pretty today.

1. The term disadvantaged, to me now, means:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

2. Personally, my feelings now about the members of the community which I serve is that they are:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

BEST COPY AVAILABLE

3. As a librarian, my feeling now about the people in the community I serve is that they are:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

4. The main problems facing the community are:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

5. The inner city community groups include all kinds of people such as:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

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6. My feelings about inner city community organizations now is that they:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

7. My feelings about the government agencies in the community and their relation to the people in the community now, is that:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

8. I see the role of the librarian in relation to the inner city community organization now to be:

1._____ 6._____ 11._____

2._____ 7._____ 12._____

3._____ 8._____ 13._____

4._____ 9._____ 14._____

5._____ 10._____ 15._____

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II. Please answer briefly:

1. What have the non-librarians told you about the role of the librarian in the inner city that will be especially useful to you?

2. What have the other participants in the seminar told you about the role of the library and librarian in the inner city that will be especially helpful to you?

III. What specific objectives have you gained from this institute in terms of:

a) sensitivity

b) information

c) experiences

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IV. Are there other comments or reactions not stated above which you wish to add?

APPENDIX C

Evaluative Tool #3
For Institute Participants
Page 1.

Planning:

Throughout the planning and implementation of this Institute, three basic purposes have been kept in mind. How well do you think these purposes have been met?

1). Providing experiences, interchange and interaction with inner-city organizations, groups and individuals:

2). Acquainting the librarians with on-going library programs inside and outside colleges, schools and public libraries which are innovative:

3). Assisting the librarian-participants in developing programs for the libraries which will help meet the needs of the people in areas in which the librarians work:

Program

Each of the components of the Institute was conducted by a different consultant-instructor and had a different major area of the Institute program as its concern. Please react to each component separately, and then summarize your overall experience in the section labelled summary comment.

Component I. The Community

1). Coverage of topics (sufficient or were there gaps). Comments:

2). Amount of time devoted to each topic (too much, enough, too little). Comments:

3). Resource people invited to participate. Please comment on

a) relevancy to topic:

b) too many, enough or too few:

c) interchange of ideas with resource people:
- Opportunity for sufficient interchange or too little time for interchange:

- Interchange relevant to the Institute, or not relevant to Institute:

d) any other aspects of the participation of the resource people on which you would like to comment:

4). Field trips. Please comment on:
a) relevant or not relevant to this aspect of the Institute:

b) other aspects of the field trips on which you would like to comment:

5). Opportunities for discussion among participants relating to topics covered in this component:
a) relevance of discussion to this aspect of the Institute:

b) sufficient opportunity for discussion, or insufficient opportunity:

6). Overall comments on Component I:

Component II. Innovative Library Programs

How well did the library programs discussed and visited during Component II measure up to the criteria considered in Component I in terms of:

1). Relationship to the community

2). Community input.

3). Improving the educational and informational resources available in the community.

4). Comments:

Component III. Program Planning

1). How well did Components I and II help you to generate ideas for plans you would like to investigate more fully?

2). How did Component III help in your selection of your particular plan?

3). How did Component III help you in designing and implementing your particular plan?

Overall Institute Program - Summary Comment (use back of sheet, if necessary)

Further Aspects of the Institute

1). Resources. Please comment briefly as to your evaluation of the resource materials made available to you through the Institute. How did they contribute to your general understanding and/or to a specific information need?

a. Books - selection was_____

I used them for_____

My main objection to the books available was that_____

b. Periodicals - selection was_____

I used them for_____

My main objection to the periodicals available was that_____

c. Films - selection was_____

They were helpful in that_____

My main objection to the films shown was that_____

d. Records - selection was _____

They were helpful in that_____

My main objection to the records was that_____

e. Comments.

2). Were there two or three elements of the overall Institute you found most helpful?

Were there two or three elements of the overall Institute you found not at all helpful?

3). What activities have you undertaken during the course of the Institute which were suggested by an Institute experience? Please describe briefly.

4). If another Institute built for the same purpose is conducted, what advice to organizers, evaluaters and participants would you pass on?

Evaluative Tool #4
Advisory Committee

APPENDIX D

To the members of the Advisory Committee for the Institute on Library Leadership Development for Services to the Inner City

As members of the Advisory Committee, your views regarding the Institute are important to its final evaluation. In those areas in which you have participated, would you please comment.

1) Understanding of goals and objectives by each respondent.

2) Planning effectiveness.

3) Capacities of participants.

4) Quality of formal sessions at Butler.

5) Value of field visits.

6) Caliber and promise of plans developed by participants.

7) Other comments.